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ABSTRACT

Believing that society, including children, suffers from the underutilization of more than half the talents available to educational administration, an annual meeting was devoted to a workshop designed to present and provide study of the pertinent facts. Keynote addresses by Congresswoman Edith Green, Wayne O. Reed, Earl C. Funderburk, Dorothy Johnson, and Mathilda Gilles include current statistics on the status of women, information relative to that status, and the philosophies presented by the speakers. Emphasis is placed on the significant contribution women can make, particularly in school administration. (Photographs may reproduce poorly.) (Author)

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WOMEN

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A Significant National Resource

EA 005 398

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Foreword

BELIEVING THAT SOCIETY, including children, suffers from the under-utilization of more than half the talents available to educational administration, the National Council of Administrative Women in Education devoted its annual meeting to a workshop designed to present, and to provide study of the pertinent facts. The meetings were held in Atlantic City, New Jersey in February, 1971.

The Council is indebted to those who served in leadership roles, including:

The Honorable Edith Green
Dr. Wayne O. Reed
Earl C. Funderburk
Dr. Dorothy Johnson
Mathilda Gilles

THIS VOLUME includes the keynote addresses made at the Annual Meeting and at the subsequent panel-discussion cosponsored with the American Association of School Administrators. Included are current statistics on the status of women, information relative to that status, and the philosophies presented by the speakers. Emphasis is placed on the significant contribution women can make, particularly in school administration. The materials presented here will provide a valuable resource.

Available from the National Council of Administrative Women in Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. $1 per single copy; 10% discount on 2 or more copies. Payment should accompany orders of less than $5.

Mrs. Edith Green, Oregon's Third Congressional District Representative, member of the House Education Committee, and chairman of the Special Subcommittee on Education, has supported staunchly education and equality for women. She received the 1971 NCAWE Award for Distinguished Service.

WOMEN

A Significant National Resource

Mrs. Edith Green, Congresswoman

NOT LONG AGO, I picked up a copy of Look magazine and read a report that ten young militants, shouting obscenities and distributing radical literature, had burst into a classroom at Macomb County Community College in Michigan. As the incident was related in the article, when one student stood up to protest the intrusion he was pushed into his chair and struck several times in the face. Another student attempting to leave was punched, bitten on the neck, shoulder, and wrist, and taken to the hospital for medical attention. This all seemed commonplace enough until I read further and discovered that the ten young militants were women and the literature they were distributing bore the slogan "Women Rise Up."

WHILE I AM NOT PREPARED to advocate such extreme measures, and while by nature and inclination, I probably would not join the 1970 suffragettes, the Women's Lib Group, nevertheless I am deeply concerned about the instances of discrimination against women in our society and intend to do whatever I can to bring it to public attention and to change existing laws which give birth to and nourish such discrimination.

Half The Talent Is Female

WHILE MUCH EMPHASIS is placed against discrimination toward minority groups, discrimination against individuals on basis of age or sex is largely ignored. Half of our nation's intellectual talent is female. No nation can long afford to waste fully half of its human resources. Therefore, I am particularly pleased to see your conference theme: Women, A Significant National Resource.

The Source of Greatness

THE ROCKEFELLER REPORT of a few years ago ought to be studied with both minority groups and women in mind:

> "Ultimately the source of the greatness of any nation is in the individuals who constitute the living substance of the nation -- an undiscovered talent, a wasted skill, a mis-applied ability is a threat to the capacity of a free people to survive."

I DO SUGGEST that the future of this country which is dependent on the will and wisdom of its citizens is damaged -- irreparably damaged when over 50% are treated as unequal citizens.

I DO SUGGEST that too many people today think "they are thinking" when they are merely rearranging their prejudices.

A Double Handicap

IN TESTIMONY BEFORE MY SUBCOMMITTEE last year Congresswoman Shirley Chisholm stated:

> In my experience, I have suffered from two handicaps--being born black and being born female. I remember vividly one incident at Brooklyn College. One of my favorite professors, a blind political scientist named Louis Warsoff, was impressed by the way I handled myself in a debate. He told me, 'Shirley, you ought to go into politics.' I told him, 'Proffy (that was a pet name we had for him) you forget two things. I am a woman and I am black.'
>
> During my entire political life, my sex has been a far greater handicap than my skin pigmentation. From my earliest experience in Ward political activity my chief obstacle was that I had to break through the role men assign women.
>
> A young woman, in a newspaper story I read somewhere, defined that role beautifully. She was talking about her experiences in the civil rights movement: 'We found that the men made the policy and the women made the peanut butter sandwiches.'

The Odds Against Women

PRESIDENT KENNEDY in the early 1960's in pressing for Civil Rights for Negroes said:

> The negro baby born in America today, regardless of the section or state in which he is born, has about one-half as much chance of completing high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man; twice as much chance of becoming unemployed, about one-seventh as much chance of earning $10,000 per year, a life expectancy which is seven years less and the prospects of earning half as much.

I asked the Department of Labor to make a similar comparison for girls and women as of February 1971. They advise that

> The female baby born in America today, regardless of the section or state in which she was born, has an equal chance of completing high school as a boy baby born in the same place on the same day, two-thirds as much chance of completing college, two-thirds as much chance of becoming a professional person, one-third as much chance of becoming unemployed, one-seventh as much chance of earning $10,000 per year, a life expectancy which is seven years longer and the prospects of earning three-fifths as much. (Women's Bureau insisted on adding parenthetically -- and one and one-half times as likely to live in poverty in old age.)

My mail in the last 2 years indicates that young girls are beginning to realize this discrimination far more than when most of us were 12 or 15. Let me quote a letter from a very, very young lady in elementary school which she wrote me last year. Her protest is eloquent for its simplicity.

> Dear Madam:
>
> It was in the paper about a girl who wanted to be a page, but President Nixon wouldn't let her because she was a girl. Now this isn't fair. We

(the girls' fought back in 1800 for our rights and its about time we got them.

Please bring this up in the House. Thank you.

Apparently her education is going well. All jest aside, women may very well be the most disadvantaged class in American society. Certainly the brains and ability that women have are not fully used.

RUTH R. HAWKINS in "The Odds Against Women" stated that:

> Of all the forms of discrimination in American life today, none remains more persuasive or more invidious than that directed against women. In industry, government and academia, women by and large are excluded from positions of power, as defined by salary, prestige and decision-making authority.

In The Public Schools

STANLEY J. McFARLAND, Assistant Secretary for Legislation and Federal Relations, of the NEA, before the Senate Subcommittee on Constitutional Amendments, May 1970, said:

> While women make up 67.6% of the public elementary and secondary school teachers of the country, they comprise only a small fraction of the administrative staffs of the public schools. In the top local public school position, district superintendent, we have found only four women out of 13,000. There are a few rural counties in which women hold the elected office of County Superintendent of Schools. Of the 50 chief state school officers, only one is a woman, Dolores Colburg of Montana. In 1950, there were six women holding this position in the 48 states -- all of whom were elected in general elections. As the states switched from election to appointment, every woman was replaced by a man. Montana still elects its chief state school officer. The electorate is apparently more appreciative of women than are the appointed boards.
>
> There are approximately 78,000 school principals in the United States. Of the elementary school principals, 78% are male. Of the high school principals, 96% are male. In 1928, 55% of the

elementary school principals were women.

In The Profession

IN A STUDY OF CAREER WOMEN, Dr. Cynthia Epstein, a sociologist at Columbia, found that "American women's participation in the professions has remained constant during the past 70 years in spite of astounding changes in the status of women throughout the world." In the sciences, women's representation actually is falling. Between 1950 and 1960, the proportion of women mathematicians dropped from 38% to 26%, physicists 6% to 4%, chemists from 10% to 9%. In 1965, there were only 17,000 women physicists out of a total of 278,000 and in 1966, only 8,000 lawyers representing 3% of the profession, the same percentage as for the past fifteen years.

In The Federal Service

IN FEDERAL CIVIL SERVICE as well as in political appointments, there has been lip service in regard to equal opportunities for women but in reality there has been no change through democratic or republican administrations. The national congress and state legislatures have always been the best proof that this indeed is a man's world -- and too often discrimination against women has been either systematically or subconsciously carried out.

WE HAVE SEEN THIS in our tax laws, in social security benefits, in labor unions, which through the years negotiated contracts paying women less than men for identical work. Of course, invariably the negotiators for both management and labor have been men. Women do make up over 50% of the population, and yet in civil service we find that the women under grade 3 total to 142,867; they make up 21% of all the workers and according to 1968 figures, in Federal Civil Service, if we take grades 3, 4, 5, 6 and 7, the lowest paid civil service positions, we find that women make up 86 percent of these grade levels, and that in grades 8 through 18, women make up only 13% of the total civil service labor force.

WHEN WE GET TO GRADE 13, less than 1% -- six-tenths of 1% are women. In grade 14, three-tenths of 1%, in grade 15, one-tenth of 1%.

IN GRADES 16, 17 AND 18 less than 1% in each grade -- and above grade 18 there are 16 women in the entire Federal Civil Service.

IN 1968 667,234 WOMEN were employed in full time white collar civil service positions.

	Number	Percent
Under Grade 3	142,867	21.0
Grade 4	145,685	21.8
Grade 5	183,168	27.5
Grade 6	53,661	8.0
Grade 7	54,866	8.0
Grade 8	9,781	2.0
Grade 9	39,665	6.0
Grade 10	3,295	.5
Grade 11	16,807	3.0
Grade 12	8,451	1.0
Grade 13	3,824	.6
Grade 14	1,743	.3
Grade 15	695	.1
Grade 16	97	(1)
Grade 17	25	(1)
Grade 18	9	(1)
Above Grade 18	16	(1)

(1) Less than 1 Percent.

In The U.S. Office of Education

I ASKED FOR FIGURES the other day from the Office of Education and HEW, in regard to the number of women employees in policymaking positions.

In HEW, there are only 10 women employees at Grade 16. Out of 72 total employees at Grade 17, there are only 3 women, and at Grade level 18, there is not a single woman in the present federal civil service in HEW.

HEW FULL-TIME EMPLOYEES, GS16 AND ABOVE AS OF MAY 31, 1970

GRADE	Total No. Employees	No. of Women	Percent Of Women
Headquarters:			
GS-16	208	10	4.8
GS-17	72	3	4.2
GS-18	20	0	0
Above GS-18	19	1	5.3
Regions:			
GS-16	47	1	2.1
GS-17	7	0	0
GS-18	1	0	0

EMPLOYEES OF OFFICE OF EDUCATION AS OF JUNE 31, 1969

Grades	Total	Men	Women	Percent Who Are Women
13 to 18	1,150	986	166	14.41
13	432	351	83	19.1
14	441	370	71	16.1
15	240	231	9	3.8
16	25	24	1	4.2
17	9	7	2	22.2
18	3	3	0	0

Note: Women are a majority of the employees of the Office of Education. Most of them are in Grade GS-9. They remain in Grade 5 longer than men in all the posts above clerical and secretarial. There are no women in the major policy-making posts as of 1970. All Bureau heads and all top staff-level office heads are men.

Some Things Can Be Done

IT IS NOT SIMPLY A MATTER OF EQUITY. We now know enough about our future to know that we are going to need every ounce of strength, will, and intelligence to solve our problems as a nation ..... We cannot make it without requiring women to bear their share of the burden. And the men who still run the country must learn that women could be a significant resource in reaching our national goals.

WHILE ANY REAL CHANGE will require a massive realignment of social patterns in our society and with it a new way of looking at ourselves, certain things can be done by legislation.

The Civil Rights Act

SECTION 805 would amend the Civil Rights Act to prohibit discrimination on the basis of sex in federally financed programs and would remove the exemption presently existing in Title VII of the Civil Rights Act with respect to those in education. It would authorize the Civil Rights Commission to study discrimination against women and lastly would remove the exemption of executive, administrative, and professional employees from the equal pay for equal work provision of the Fair Labor Standards Act.

IT IS TO BE HOPED that the enactment of the provisions would be of some help in eliminating the discrimination against women which still permeates our society.

No Hand Dare Lay Idle

IT SEEMS IRONIC that in a period when we are more concerned with civil rights and liberties than ever before in our history - when minorities have vigorously asserted themselves - that discrimination against a very important majority - women - has been given little attention.

INCREASINGLY women are constituting a greater proportion of our labor force. As of April of this year there were 31,293,000 women in the labor market constituting nearly 40% of the total.

HOWEVER, despite the growth in the number of women working today, the proportion of women in the professions is lower in this country than in most countries throughout the world.

WHILE THE UNITED STATES prides itself in being a leader of nations, it has been backward in its treatment of its working women.

PROFESSIONALLY, women in the United States constitute only 9% of all full professors, 8% of all scientists, 6.7% of all physicians, 3.5% of all lawyers, and 1% of all engineers.

DESPITE INCREASES IN EARNINGS, income and wage statistics illustrate dramatically a deep discrimination against women. The average median income for women working full-time year around is $4,457. The comparable figure for men is $7,664.

WE HAVE BEEN CONCERNED, and rightly so, about discrimination against the Negro in our society -- about the Negro man who averages $5,603 -- only 69.9% of the average earnings for a white man.

BUT I HEAR LITTLE CONCERN expressed for women who average only 58%. The average wage in the United States is:

Negro Women	$3,677	Negro Men	$5,603
White Women	$4,700	White Men	$8,014

THE 1970 CENSUS reveals the following earnings:

	Graduate of		
	8th Grade	High School	College
Male	$7,140	$9,100	$13,320
Female	$3,970	$5,280	$ 7,930

THE SORRY FACT is also that the gap in earning power is widening. For example, women's median income of $2,827 was 64% of the $4,466 received by men.

WOMEN'S MEDIAN WAGE OR SALARY INCOME rose to $3,973 in 1966 while men's rose to $6,858. So, although both groups experienced increases, women's income increased at a slower rate and their median income in 1966 was only 58% of that of men -- a 6% drop in the 10-year period.

Educational Institutions Are Not Bastions Of Democracy

MANY OF US would like to think of educational institutions as being far from the maddening crowd, where fair play is the rule of the game and everyone, including women, gets a fair roll of the dice. Let us not deceive ourselves --our educational institutions have proven to be no bastions of democracy.

INITIALLY many women are required to meet higher admission standards than men. While the federal government and the Office of Education, in effect, through their policies, encourage college admission standards to be waived for certain individuals, they have shown absolutely no concern over the higher admission requirements set for women in many institutions.

OUR COLLEAGUE FROM MICHIGAN, Representative Martha Griffiths, cited instances recently where at the University of North Carolina admission of women on the freshman level is restricted to those who are especially well qualified. There is no similar restrictions for male students.

IN THE STATE OF VIRGINIA, I am advised, during a 4-year period just prior to 1964, 21,000 female high school graduates were turned down for college entrance at state-supported institutions while not one male was rejected when he applied. On the graduate level, not too surprisingly, the situation worsens.

SEX DIFFERENCES IN RANK AND SALARY at colleges and universities have also been reported by the Women's Bureau of the Department of Labor. A recent report by the Bureau pointed out that in institutions of higher education women are much less likely than men to be associate or full professors. And citing a 1966 study by the NEA the report states that in salary women receive only $11,649 compared with $12,758 for men.

TOTAL FEDERAL SUPPORT to institutions of higher education amounted to $3,367 million in fiscal year 1968. Over 2100 universities and colleges participated in that support. The President's Executive Order 11246, as amended by Executive Order 11375, specifically forbids sex discrimination by federal contractors. However, colleges and universities are still receiving federal contracts, and although forbidden by Executive Order from discriminating against women, nevertheless continue in this course.

Universities and Colleges Challenged

AT THE SAME TIME that women are questioning their second class status, the Women's Equity Action League (WEAL) has been bringing pressure to bear on universities and colleges by filing formal charges of sex discrimination with the Department of Health, Education and Welfare. Currently there are no federal laws forbidding sex discrimination in education, although I have introduced legislation along these lines. WEAL is bringing its charges under an Executive Order which forbids all federal contractors from discriminating on the basis of race, religion, national origin and sex.

AT THIS WRITING, more than 200 universities and colleges have been charged as well as the American Personnel and Guidance Association and the American Psychological Association. Institutions are being asked by HEW to correct inequities and to develop affirmative action plans for women or else face the loss of federal contract monies.

ON SOME CAMPUSES, law suits have been instituted to overturn discriminatory practices against women. Within many of the professional organizations, women are forming pressure groups and reevaluating their professional role and status. Throughout the academic community there is a growing undercurrent of anger among women. More and more women (and men too) are willing to openly combat discrimination.

THE ROLE OF WOMEN on the campus is intertwined with the role of women in the larger society. To the extent to which this is true, the university reflects the prejudices and attitudes that women face everywhere. The academic community, however, cannot ignore the changes in our society that are altering the lives of women; new controls over parenthood; increasing proportions of highly educated women who work; increasing proportions of women who want to start or continue a career after a period of child

rearing; and new life styles for women and men which no longer view marriage and career as incompatible choices.

In Conclusion

TO FAIL TO APPLY THE CREATIVE, intellectual, and physical talents of women to the menagerie of ills and opportunities of a great society can only bring profound regret when we mark the balance sheet for the American experiment at the turn of the century. If we do succeed in beating our swords into plowshares, no hand dare lay idle at that plowshare if we are to seek a better tomorrow for our children.

I SAY MEN AND WOMEN TOGETHER: Any anti-male crusade is doomed to destruction for the most natural reason- we all have fathers and husbands, brothers, sons whom we love, the destiny of the sexes is inexorably intermeshed.

HAND IN HAND MEN AND WOMEN WILL LEVEL THE BARRIER-REEF OF UNREASONING PREJUDICE -- FOR THEY GUARD THE WELFARE OF EACH OTHER AND THIS NATION TOO JEALOUSLY TO DO OTHERWISE.

Dr. Wayne O. Reed is Associate Commissioner for Federal State Relations in the United States Office of Education. Prior to coming to the Office of Education, Dr. Reed had served as teacher, principal, superintendent, president of the State Teachers College, and as State Superintendent of Public Instruction in Nebraska.

WOMEN
A Resource In Administration

Dr. Wayne O. Reed

WHEN I ACCEPTED MATHILDA GILLES' gracious invitation to speak before this assembly of distinguished women in education, I did so before I had looked thoughtfully at the topic she assigned me. When I did look at it, however--"Women: A Resource in Administration" -- my first reaction came out in two short phrases: "Of course! So what else is new?"

YOU SEE BEFORE YOU a man who has long deplored the absence of womanpower in administrative positions and has encouraged many a woman to prepare for such posts and to vigourously seek them. While I was gathering my thoughts for what I would say to you this morning, I remembered something I told the national convention of Future Homemakers some years ago, and I decided to repeat it here. If the intervening years have done anything to my point of view as I expressed it then, they have reenforced it over and over again. This is what I said:

> Men have begun to realize that they can no longer afford, can no longer bear, to close women out of the jobs in which they themselves work. Men are beginning to feel the burden of today's world too heavy to bear alone--not only the actual labor but also the heavier burden of the intellectual effort required to solve problems and to lay long-range plans. Men need the brains and the talent of women today in every field, even at the highest levels.

In The Minds of Men

WHEN I SAY THAT, I do not presume to speak for all men; but you all know that I neither do nor can. You all know,

even better than I, that discrimination exists against women in many fields, including education, particularly at the highest levels; and that it exists mainly in the minds of men. Some of the latest evidence that it does so came out less than three months ago, when the American Association of University Women reported its findings in a survey of the status of women on college campuses.

IT FOUND, for instance, that 21% of the institutions had no women on their boards of trustees, and that another 25% had only one. It found that women comprise 22% of faculty, as a nationwide average, but that less than 9% of them hold the rank of full professor. It found that "women administrators are seldom employed in positions involving critical decision-making and are not actively recruited at higher levels." Apparently the query going along the grapevine whenever a top job is vacant is still likely to be "Do you know of a good man?" These discouraging facts are not particularly surprising when set against the findings in another survey I can remember. In 1965 the Harvard Business Review made a survey of executives' attitudes toward women executives. It found that 41% of the male respondents did not consider management a woman's place; and that an overwhelming percentage felt themselves uncomfortable working for a woman.

Forty Percent Is Less Than Half

DESPITE THESE rather dismal data, I have a hopeful suggestion for you this morning: Take heart! After all, 40% is less than half; and if the survey were made today, I think it would find the percentage much reduced. Attitudes are changing, and the tempo of change is picking up here as it is everywhere else. A dozen years ago the men of Switzerland voted two-to-one to deny women the right to vote in Federal elections and the right to hold Federal office; this month they reversed themselves and voted nearly 2 to 1 to give them those rights. Yes, 12 years is a long time; but Swiss women have been thinking and developing meanwhile. From now on, I wager, things will get better for them a lot faster.

WOMEN IN THE UNITED STATES are already leagues and maybe years ahead of the women in Switzerland as far as their rights and opportunities are concerned. Most of the overt restrictions on women's freedom of choice in this country have been removed--not all, but most. Now the responsibility has shifted to women themselves--a fact that in

view of many attitudes still prevalent toward women and their place in society does not mean that progress has become easy. But it has become possible. Edwin Lewis, psychologist and counselor at Iowa State University, recently put the situation in these words: "If, after college, a woman finds herself in a narrow, subservient role, she must recognize that she chose to assume it."

THE TIMES are surely moving in your favor--in favor of administrative women in education. And if they move in your favor, they move also in favor of educational administration generally and, through that, in favor of our entire society. If women do not use their ability to capacity, the Nation suffers a great loss, not only in products and ideas but through a vague sense of failure and frustration in over half of its population.

Be Discriminating

TO TAKE HEART from the fact of change, however, is not enough. That is a passive role. What I would like to urge today on women aspiring to serve in educational administration, as I would urge it also on men, is that they be better than they are in one particular way--in the attitude they take toward change. The way to be better than you are, as far as your attitude toward change is concerned, is to look at it not with apprehension and reluctance but with curiosity, intelligence, and hope. Things are happening in the administrative world today that administrative women, as well as administrative men, need to know the full meaning of. They need to understand these things for two reasons much alike: first, to meet the needs these changes speak for; second, to save themselves from the disappointments and fruitless efforts that complicate the lives of persons who fail to understand.

WOMEN, ESPECIALLY, should be objective and inquisitive about these changes; for many of these changes seem to be tailored, as if by fate, to satisfy the rising aspirations of women. More about that later, however. Right now I want to define, if I can, what I mean by a full understanding of change.

Actively Accept Change

OF THE MANY SCHOOL ADMINISTRATORS I have known, at all levels and under many different circumstances, the ones I have thought best in both perspective and performance have been those who showed that they could tell apart those

changes which seemed necessary because of their potential for healing some wound in society, and those changes which were impelled by no discernible force other than the pressure to do something new and different. The power to make that kind of distinction is a power nobody is born with. The administrator who has it has gained it through long practice in paying thoughtful attention to what is going on around him not just in his school but in his government -- his immediate community, his State, and his Nation. And while he has been paying attention, he has been gradually fitting the pieces together and gaining a sense of proportion.

To make my point clear, I will present you with two administrators, each with his own understanding of change.

THE FIRST ADMINISTRATOR has what any reasonable person would call a clear understanding of his immediate problem. His school system is confronted with a change--a change of the kind now increasingly common in social programs. The change is this: a strong demand for citizen involvement. The community wants not only "maximum feasible participation" in making policy decisions but also substantial employment of nonprofessional aides in the instructional program.

THIS ADMINISTRATOR clearly understands, even before he begins, that this time he really has his work cut out for him. He knows that it is not easy to incorporate into a typical bureaucracy of professional workers this new demand for the participation of the layman--and often an unschooled layman at that. The administrator already has more than an inkling of what this change will demand. He knows--

> That he will have to reduce his enthusiasm for credentials and increase his enthusiasm for in-service training of untrained staff.
>
> That he will have to sacrifice some efficiency for better interpersonal relationships.
>
> That he will have to help his professional staff to work with his nonprofessional staff, and his nonprofessional staff to work with the professional.
>
> That he will have to establish a due-process structure to take care of grievances.

That he will have to devise procedures for upgrading the new type of workers.

ALL THIS AND MORE he understands. Even so, he feels uneasy-- taken by surprise and put upon. He feels resentful and even a little afraid. Having begun with feelings like these, he is painfully aware that his ultimate effectiveness is already in jeopardy.

MY SECOND ADMINISTRATOR has the same problem before him. He is at least as canny as the first about what the change will call for. But in a large way this administrator is different. He is different because from the beginning of his career he has been an observant prowler in society at large. That is why he early noticed the growth and fragmentation of government, and the growth and fragmentation of bureaucracy in general, and began to speculate on the effects. Looking for effects, he began to see them. He saw, for instance, that substantial segments of the population were beginning to feel that the various systems in society--the educational systems along with the rest--were not delivering to the people their fair share of benefits and rewards; and that these systems, created to serve individual human beings, had apparently become indifferent to individual human beings. My administrator saw these feelings grow until there was in America a strong bias among the people, against bureaucracies and against all structures and layers that make it difficult for citizens to make their voices heard in those places where public policy is made.

SEEING IT COME from afar, my administrator understands what is behind the growing demand for participation in decision making. He is sympathetic with it, even feels himself part of it. He is eager to bring his own bureaucracy around to the point where it is more concerned than it has been with human goals--with "life, liberty, and the pursuit of happiness." He welcomes the demand for participation from the outside, feeling that it gives him a fresh opportunity to move in a positive direction.

(Here I must parenthetically add this, however: My wise administrator, in the course of meeting the demand for participation, is careful not to damage the processes which are necessary for making democracy work. At the same time that he was learning to understand the people's passion to be represented, you see, he was also learning about the need, in a democracy, for organization and

system. With these two ideas balanced in his mind, his goal, if I may express it in the words of Professor Mosher of the University of Virginia, "is to press for greater rationality and develop and utilize ever more sophisticated tools for rational decisions, at the same time accommodating to forces that seem unrational.")

IF YOU WONDER, is there any significance in the problem of change I chose to present to those two administrators, the answer is yes. I chose popular demand for participation in policy making specifically because it is related to other changes now coming our way in educational administration. It is related, for instance, to the new push toward decentralization- decentralization, for instance, of Federal policy and action to lower levels--from Washington to regional offices, or to States, cities, and school districts. It is related also to our search for organizational forms and arrangements that can be both efficient and humane.

A New Style of Administration

THESE THREE TRENDS, all of them already well begun, suggest a new kind of bureaucracy and a new style of administration that seems to me to smile upon the entrance of women into top administrative posts. That new style is likely to be marked with openness, flexibility, and what some experts call "an air of temporariness." A list of its outstanding features might run something like this:

1. A growing realization that social problems are interconnected and interdependent with the result that organizations will increasingly welcome collaborative relationships with other organizations.

2. A new premium on responsiveness to social problems, and on a speedy translation of decisions into action.

3. A farewell to the old concept of bureaucracy with a permanent and formal structure, inflexible routines, and devotion to efficiency above all else. In its place, emphasis on responsiveness, adaptability, creativity, and experimentation.

4. Leaders who stimulate and collaborate rather than direct.

5. A growing reliance on ad hoc arrangements for getting things done--on ad hoc task forces, ad hoc committees, and

special staffs.

6. A staff more and more professional; but, at the same time, more flexibility in the ways of entering the profession.

I DON'T KNOW whether this kind of administration will look attractive to women, but I would expect it to do so. I would hope so. Certainly this kind of administration requires talents that I have always thought of as being more generously given to women than to men. Having only recently become aware of the fact that many women will score you at zero if you talk as if a woman's potential on a job were somehow different from a man's, I make this point with a good deal of diffidence. I was somewhat encouraged in my opinion the other day, however, when I read a lecture by one of the leading physicians in New Zealand, Dr. Margaret Liley. Speaking on the subject of the biological potential of women, she said that the human female, being in all ways more generalized than the male, is more generally capable. "Where the more specialized male is ingenious or inventive," she said, "the female is versatile. By her very nature, a woman is adaptable and can more readily change from one occupation to another than her male counterpart."

With Dr. Liley to back me up, I repeat my conviction that the new kind of administration, whether it is in education or any other field, has need of the flexibility and adjustability that is one of woman's biological assets. It needs her ability to work in situations which are uncertain and on problems for which there is no correct solution.

The Woman Who Rises To The Top

THE WOMAN ADMINISTRATOR of the future who rises to the top will bring also those assets that are invaluable to all administrators, men as well as women. First, a deep concern about humanity and human values. Second, the qualification I have emphasized this morning: a sophisticated understanding of social, economic, and political elements and problems of our times, including an understanding of the relation of her own work to that setting. Third, humility, which implies great tolerance of other persons and their ideas; fourth, an ability to communicate with others. And fifth, a willingness to be mobile--within a school system, between school systems, and in other ways

as well.

IN MY ENTHUSIASM FOR WOMEN IN THE ROLE OF ADMINISTRATOR, I HOPE I HAVE NOT GIVEN THE IMPRESSION THAT I AM WRITING OFF MEN. REMEMBER, MEN ARE INGENIOUS. THEY TOO HAVE A PLACE IN THE ADMINISTRATIVE RANKS OF THE FUTURE.

Earl C. Funderburk, Director of the NEA Division for Supervisory and Administrative Services, has been a School Superintendent in both North Carolina and Virginia. In 1970 he was named "Outstanding Educator of the Year" by the Northern Virginia Chapter of Phi Delta Kappa.

WOMEN
Their Responsibility in Professional Unity

Earl C. Funderburk

LET ME SHARE WITH YOU an inspiring quotation with which I wholeheartedly agree. It is from Dr. Lindley Stiles.

> The spirit of pioneer women who braved the seas, cleared the forests, crossed the prairies, withstood Indian attacks - all the while bearing and caring for children - is needed today on the intellectual frontier - - - No nation ever achieved or maintained greatness without the women working shoulder to shoulder with their men -- Women should become primary sources of wisdom as well as carriers of our culture.

123 Years Ago

I DECIDED to do some research on the Womens' Rights, or Liberation movement, and found it interesting. One of the outstanding documents is the Declaration of Sentiments made at the Seneca Falls Convention in 1848 - some 123 years ago. The following excerpts are from this document:

> When in the course of known events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course. We hold these truths to be self-evident: that all men and women are created equal. Prudence, indeed will dictate that governments long established should not be changed for light and transient causes; and

accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to show themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eyes of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming to

all intents and purposes, her master - the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she received but scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquincies which exclude women from society, are not only tolerated but deemed of little account in men.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could

to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Progress

THUS MAN WAS INDITED as a rather cruel animal. But look how many of these grievances have been eliminated - at least partially so.

1. Today 78 girls graduate from high school for every 100 girls 17 years old; in 1920 there were 20.
2. Today 19 women graduate from college for every 100 women 21 years old in the population; in 1920 there were 2.
3. Today 43% of all women are in the labor force; in 1920 only 23%.
4. Today the average woman worker is married and 39 years old; in 1920 she was single and 28.
5. Many of the legal barriers have been lifted, although in many states inadequately.
6. The attitudes of government (Federal and State) have improved, but much remains to be done.

In The Image of Man

Someone has said "Woman has been through the years a mirror reflecting the image of man and most of the time reflecting an image of man that is twice his size and goodness."

In the Sojourner Truth appears the poignant words of a black woman:

> That man over there says that a woman needs to be helped into carriages, and lifted over ditches, and to have the best place everywhere, and ain't I a woman? Look at me. Look at my arm! I have plowed and planted and gathered into barns, and no man could beat me. And ain't I a woman? I can eat as much as a man when I can

get it, and bear the lash as well. And
ain't I a woman? I've borne 13 children.

An Economic And Political Reality

Women do not exist in reality as we are portrayed on TV. We are not as rich, nor as beautiful, nor as dumb. But TV has the vast resources to lead us down the path to total homogenization and pacification. Women engaged in a struggle for liberation need to point out (and capitalize) on the disparity between the reality and the dream, as well as point out the weaknesses of the dream itself, especially as it applies to women. We need to provide an alternative reality to that of mass media; we need to provide a reality based on respect, on choice, on opportunity, on productivity and cooperation of everyone.

I WOULD ASK FOUR QUESTIONS

1. Is the "new woman" new enough?
2. Do long-haired men and trousered women make ability rather than sex the important thing?
3. Why do many women try to emulate men instead of asserting themselves as women?
4. Why does the U.S. produce a lower percentage of women physicians than all but three other free world countries? Why does the Soviet Union have women as a huge percentage of its medical force?

LET US EXAMINE our own profession -

1. Women make up 67.5% of the public elementary and secondary teachers of the country but comprise a mere fraction of the administrative staff of the public schools.

2. Only when top public school positions are elective rather than appointive do women educators stand a chance to hold a high administrative job.

3. Only 2 women out of 13,000 are school superintendents and only one woman in the 50 states is a chief state school officer. In 1950 six women held top state education positions-- all elective, but as the states changed from general election to apointment, every woman was replaced by a man. It would appear that the electorate is apparently more appreciative of women than are the appointed board.

4. Research shows no valid reason for the decrease in women principals - except the attitude of boards of education.

5. Discrimination in teacher salary schedules is far more prevalent in higher education than K-12. With the present supply of Ph.D's the gap between men and women faculty members will widen without some prohibitive measures.

6. A constitutional amendment guaranteeing equal rights for women will make boards of education "more aware that the appointment to administrative positions must be defensible on the basis of qualification rather than sex. Public colleges and universities will of necessity stop discrimination against women in admission policies in both under graduate and graduate programs."

7. NEA has a resolution specifically urging the local affiliates to remove existing discriminatory practices against women and believes that "all persons, regardless of sex, race, color, creed, age or political affiliation, should be guaranteed equal opportunity under the law of the land."

IN MY OPINION, some of the most glaring inequities and discriminatory practices include:

1. Unequal pay. For the same job women should have the same pay as men.

2. Lower retirement benefits. From Social Security, and in many colleges.

Perhaps some of your problems are You. Actually, you have more than 50% of the votes in the nation. Have you used those votes well?

It is obvious, that you have won the legal battle for women's rights even though there is still much room for improvement.

Now a reality-point for you who are administrative women in education. In overcoming the illusion that men are chosen over you may I suggest:

1. You will have to offer more, meaning you must have higher academic qualifications, such as advanced degrees

to compete for the administrative jobs in education. Certainly this is discrimination but it is reality.

2. Winning the legal battle isn't enough. Attitudes, prejudice and caution must still be overcome. Approach this with dignity.

3. Overall, things are looking up for women except in administrative jobs in education. This too can be overcome, but not by emulating men. In the words of Dr. Leone Tyler "Our objective must be to get more able women into positions of leadership in education, government and the professions. To do this will require efforts to eliminate covert as well as overt prejudice to women, and most of all, to provide children with the knowledge and counseling that will enable them to develop realistic rather than stereotyped concepts of what the differences between the sexes really are and what this should and should not mean in the conduct of life."

4. In the words of Evelyn Cunningham, Special Assistant to Governor Rockefeller, New York, "Equality with men should not be the goal. The goal is simply opportunity and acceptance and the chance to perform with our own gifts as freely as men perform with theirs."

The scope of the feminine role is in ascendancy. A woman has the freedom to choose marriage, or a career, or marriage and a career. She may choose to have a child, no children, or a large family.

She May Choose!! The Choice Is Hers To Make.

Dr. Dorothy Johnson is Assistant Superintendent for Elementary Education in the District of Columbia Public Schools. As immediate past president of the International Delta Kappa Gamma Society, she is known to many women educators. Dr. Johnson is a member of the D.C. Council of Administrative Women in Education.

WHAT IS THE FUTURE OF WOMEN IN SCHOOL ADMINISTRATION?

Dr. Dorothy Johnson

SOME MONTHS AGO I was asked to speak on the question "What is the FUTURE FOR WOMEN IN SCHOOL ADMINISTRATION?" The answer seemed so self-evident and negative that it caused little jubilation or excitement within me. I was moved to decline the invitation. However, I accepted for reasons far beyond the topic.

FIRST, I have long decried the absence of women members in AASA officer positions. Within the span of my membership, I do not recall any woman administrator serving as officer, member of the Executive Committee, or chairman of a standing committee. In fact, there have been very few women members appointed to serve on any AASA committee. The roster of the AASA staff at headquarters in Washington, D.C., evidences no calling for women in positions of Associate Secretary to Director. Its publication masthead does attest that one woman--The Editor--has professional rank. With my acceptance, I smugly felt I could strike a "blow" toward the AASA recognition of its women members!

SECONDLY, I have perused the AASA convention program for years and counted the times women members have been invited to participate in convention activities. I cannot recall a single woman member being invited to preside over any general session, give any invocation, lead any song or deliver any address. As I rethink the role of women members, it has been to accept the occasional invitations to be on a Channel 2 T.V. panel and, at times, to be a member of a reacting panel during various group discussions of provocative topics. Even in these instances, the sessions were often sponsored by groups whose membership swelled the AASA convention as NEA guests and did not often in-

clude women members of AASA. For example, a quick scan of our 1971 convention program reveals that this Tuesday afternoon group was planned by AASA in cooperation with the National Council of Administrative Women in Education. It would seem rather natural to invite a few members of the Council--especially the National President--to be panel members. All five of us are Council members who feel, see and know well the current trend for women in school administration is far from bright! By invitation, however, we are here today with the dubious challenge and opportunity to publicly set forth and probably exchange our mutual lamentations and concerns. Thus it is a chance for us to speak out loud the comments we exchange in council and chapter meetings. But even then, my hopes were a bit dashed! The program committee in its wisdom selected the good Dr. Eshelman to preside! His kindly face and strong experienced hand will keep the women "calm, placated and probably in line."

THIRDLY, although I am delighted to be present today with these four women as panel members, I wonder why it would not have been interesting to have had a few male members to express their feelings about the topic assigned. You can well imagine this panel will be of like mind. We probably appear to you as the vanguard of the educational liberation movement for women administrators. And you are right! I can only imagine that the absence of male panel members presenting any opposite view indicates: 1) A lack of interest in the topic, 2) a complacent attitude of "Let the gals have their fun--They will get tired eventually, or 3) No man would really say in public what some express within personnel or staff meetings.

LASTLY, I accepted the invitation because I was forced to either "put up" or "shut up." My criticisms of the lack of participation by women members had caught up with me! Of the 132 or more discussion groups planned for this 1971 convention period, three were to be chaired by women -- the Editor of AASA publications, the Executive Secretary of the Association of Classroom Teachers, and the director of an experimental project. While I note with pleasure the presence of the President of the National Congress of PTA and the National President of the NEA, and the Honorable Edith Green of Oregon, and I am overjoyed to learn that a woman will receive the Worth McClure Scholarship, I fully realized I had the solemn obligation to accept the invitation and "carry the banner" for women members of

AASA. So, I'm here, committed that at least one woman member has accepted the challenge. She was invited to participate--and accepted. You may not be enlightened by my contribution but in my perception, I've lighted a candle.

The Future Looks Distressing

The question "What is the Future for Women in School Administration?" can be answered very succinctly-- the future looks more distressing and more diminishing than the meagreness of the present or the past. As in the Civil Rights movement, women see hope for the future of women in school administration in the passage of the Equal Rights Amendment which states "Equality of rights under the law shall not be denied or abridged by the United States or any State on account of sex." Women educators urge such legislation as the means to achieve positions for which they are qualified. Application of the law will be utilized to end the present discriminatory practices depriving women of promotions or appointments.

What Are The Facts?

LET US LOOK AT THE PRESENT. School administration positions generally include assistant principals and principals in the elementary and secondary schools, administrative assistants or directors of instruction, personnel, business education, assistant and associate superintendents and superintendents. A call to the National Association of Elementary School Principals and to the National Association of Secondary Principals gave me evidence that their membership statistics are not available as to how many of their members are men or women.

So I had to rely upon my own experiences to gather a bit of information. Recently I served as international president of a society of 110,000 women educators. As I traveled during the biennium of the presidency, I heard over and over the report of many members that upon retirement as principals, their vacancy had been filled by a young man, occasionally the winning high school coach! In a few instances the new selectee for elementary principalship had little if any teaching experience on the elementary level and indeed could be the "local boy makes good" a returnee to his own elementary school flushed with the recent laurels of graduate school.

SOME STATISTICS were available in the Department of Research at the NEA building. In 1969, a study was made of the characteristics of the assistant principal in the public elementary school. Of the 1,270 responses received from assistant principals, the following information was published:

1. Of the 1,270 assistant principals respondents, 782 (61.6%) were men and 488 (38.4%) were women.

2. The smaller the school system, the more likely that the assistant principals would be men (7 in 10)

3. By regions men predominate in the Middle states area and in the West. (in the latter region by 73.5%)

4. Men assistant principals, as a group, were younger than women assistant principals (medians 40 and 49 respectively) About 25% of the men were less than 35 years of age compared to 6% of the women of the same age. 63% of the men were between the ages of 35-49 years compared to 45% of women of the same age bracket.

5. Only 11% of the men were between 54 and 64 years of age while 45% of the women assistant principals were in that group.

6. Men, more than women, were likely to have been secondary school classroom teachers prior to becoming assistant principals in elementary schools (11.5% as compared to 2.5%) More of the women had been elementary school classroom teachers (13 years median as compared to 8 years)

7. 51% of the women had taught 10-19 years in elementary school classrooms while 51% of the men had taught 2-9 years.

8. 10.3% of the men assistant principals had no or less than one year of such experience.

9. Close to one-quarter of the women (22.5%)assistant principals had taught 20 or more years in elementary schools: only 2.2% men reported such service.

THIS SURVEY of the characteristics of the assistant principals indicated an increase in the number of young men appointed to the position, especially in smaller school systems, with fewer years of elementary classroom experience. The summary of the survey then concluded: "...the prevailing mores of communities and the policies of school systems may favor the appointment of men as assistant principals. These conditions may have influenced teacher preparation institutions to advise women students to prepare themselves to become instructional specialists (supervisors, etc.) rather than administrators."

The Elementary School Principalship

THE DEPARTMENT of Elementary School Principals has made four studies of the principalship -- 1929, 1948, 1958 and 1968. These studies reveal, a steady decline in the number of women principals:

	1928	1948	1958	1968
Men	45%	59%	62%	77.6%
Women	55%	41%	38%	22.4%

THE STUDY prepared a chart of these statistics (p. 11) in the printed report and the caption raised the question, "Are Women Supervising Principals Vanishing?" If the number of women principals has decreased about 16% during the decade between 1958 and 1968, what will be the trend in the decade of 1968 to 1978?

THE PRINCIPAL RESEARCH STUDY of 1968 stated:

1. In the decade between 1958 and 1968, the median age of men principals revolved around 43-44 years. The median age of women principals advanced from 52 to 56 years.

2. Of the 2,318 principals respondents in the 1968 survey, three out of four were men.

3. The 1958 median years of experience in the principalship was 23.2. The 1968 survey was 18 years.

4. 65% of the men had less than 20 years total experience in school work. 58% of the women had 30 or more years of total experience.

5. The proportion of men increased as the size of the school system decreased. Men principals exceeded women in significant numbers as one moved from the East to the West.

6. Women principals had a median of 15 years of elementary school classroom experience compared to a median of 5 years experience of men.

7. More men (40.8%) than women (22.8%) reported 1-3 years experience as a principal.

8. 73.4% men and 57.8% women had held their present positions for less than 10 years.

IN SUMMARY the 1968 survey outlined the reasons for the continued increase of men principals as 1) search for men to enter the elementary field, 2) great efforts in publicity to attract young men in elementary education, 3) the appeal for better status and the opportunities for more rapid promotion, and 4) increased recognition of the importance and attraction of elementary school education.

THERE ARE APPROXIMATELY 78,000 school principals in the United States. Of the elementary principals, 78% are male. Of the high school principals, 96% are male.

AAUW Survey of Higher Education

AN AAUW RESEARCH REPORT in December, 1970, gave facts regarding a survey of women in academe. A questionnaire was sent to presidents of 750 colleges and universities to evaluate the activities of women and the extent of their participation at all levels of involvement as students, administrators, faculty and trustees. Three questions were asked concerning women administrators in higher education: 1) What kinds of administrative positions are women most likely to hold? 2) Are women sought for all types of administrative positions? and 3) To what extent are women administrators included in policy-making decision?

WHILE RESPONSES were 90% affirmative as to inclusion of women in top-level administrative positions involving policy-making decisions, the actual participation is conspicuously lacking. Generally they are in positions of middle management--such as Dean of Nursing, Dean of Women and head librarian. Only 19% of the schools indicated they specifically seek "qualified persons regardless of sex, except for Dean of Men and Dean of Women." Women comprised 22% of faculty of all ranks in higher education. The percentage of women decreases, however, as rank increases with less than 9% holding the rank of full professor. 34

schools (all co-ed) indicated no woman department heads and the mean number of women department heads in all schools was less than 3 per institution.

IN AN ADDRESS to the international convention of The Delta Kappa Gamma Society in Portland, Oregon, August, 1970, the Honorable Edith Green of Oregon, the vital member of the House of Representatives Education and Labor Committee stated "In the United States, 3,149 women are full professors: 32,873 men are full professors. The median salary for women full professors is $11,649 and the median salary for male full professors is $12,768."

Women In AASA

THE 1970 YEARBOOK of the AASA indicates a total membership of 16,890. How many of these were women? A call to the AASA membership desk at headquarters produced no such information by race or sex--only by total numbers within 50 states and 61 territories, possessions or other countries. It seemed to me that few women attending this conference wore the AASA member badge. So I wanted to know how many women held membership in the AASA. Let me express appreciation to a member of the office staff who counted page by page to give me the lacking information. Of the 16,680 members listed in the 1970 book, 561 were women. Of these 546 resided in the states and 15 beyond the state boundaries.

A SCRUTINY BY STATES reveals that there are no women members of AASA in eight states of Alabama, Alaska, Arkansas, Iowa, Minnesota, Mississippi, New Mexico and West Virginia.

SOME OTHER 1970 MEMBERSHIP STATISTICS are interesting:

1. States with 1 woman AASA member-- Oklahoma, Louisiana, Oregon, Utah, Wyoming.

2. States with 2-5 women AASA members-- Delaware (3), Georgia (3), Hawaii (3) Idaho (2), Indiana (5), Kansas (2), Maine (2), Missouri (4), Montana (3), Nevada (3), New Hampshire (4), Rhode Island (5), South Carolina (4),South Dakota (2), Vermont (2), Virginia (5), Washington (6), Wisconsin (3).

3. States with 6-10 women AASA members: Arizona (10), Colorado (9), Florida (10), Kentucky (11), Nebraska (8), North Carolina (6), North Dakota (8), Ohio (6).

4. States with 11-20 women AASA members: California (20), Connecticut (18), District of Columbia (20), Michigan (14), Texas (13).

5. States with highest number of women AASA members:

a) Tennessee (25)
b) Maryland (26)
c) Massachusetts (26)
d) New Jersey (42)
e) Pennsylvania (47)
f) Illinois (58)
g) New York (103)

A comparative of these last seven states indicating more women members with total 1970 state AASA membership is interesting.

	AASA Women	Total AASA Membership
Tennessee	25	230
Massachusetts	26	599
Maryland	26	232
New Jersey	42	834
Pennsylvania	47	1256
Illinois	58	1125
New York	103	1554

The fifteen AASA women members residing outside the states include Bolivia (1), Canada (4), Puerto Rico (7), Viet Nam (1), and Virgin Islands (2).

While the total 561 women hold 1970 AASA membership, some are listed as retired and some do not seem to me to be involved directly in administration such as teacher-counselor of a high school, educational attache of an embassy, budget analyst, newspaper correspondent, graduate student, lecturer, PTA, helping teacher, classroom teacher, librarian and reading counselor.

IN TESTIFYING before the Sub-Committee on Constitutional Amendments of the Senate Judiciary Committee on May, 1970, Stanley McFarland, Assistant to the Assistant Secretary for Legislation of NEA said "While women make up 67.6% of the public elementary and secondary school teachers of the country, they comprise only a small fraction of the administrative staffs of the public schools. In the top public school position, school district superintendent, we have found only two women out of 13,000. There are a few rural counties in which women hold the elected office of county superintendent of schools. Of the 50 chief state school

officers, only one is a woman-- Dolores Colburg of Montana. In 1950 there were six women holding this position in the 48 states-- all of whom were elected in general elections. As the states switched from election to appointment, every woman was replaced by a man. Montana still elects its chief state school officer. The electorate is apparently more appreciative of women than are the appointed boards."

Toward The Future

GOODMAN ACE in The Saturday Review writes that at the beginning of each year "I am in short supply of courage, patience, compassion and optimism. I'm overstocked with foreboding, despair, inertia and hopelessness. I begin to mope about the past, decide I can't cope with the present and see little hope in the future. My past is dim, my present is slim, my future is grim."

BE IT DIM -- SLIM -- or GRIM women administrators must be vigilant for the current trend and/or future implication is that the number of women in positions of school administration is rapidly declining. The rate of general decrease is about 15 to 20% of the total number of school administrators within each decade. Thus the steady rate of decline is somewhat less than 2%.

WE, WHO ARE WOMEN IN SCHOOL ADMINISTRATION ask "WHY?" Are women not qualified? Why are not younger women entering administration? If women are qualified, are they discriminated about or against? Will the rate of decrease continue until a woman in school administration is either so rare or virtually non-existent?

WHAT ABOUT SOME OF THE MYTHS, beliefs or attitudes that seem to exist concerning women in school administration?

1. Women administrators (as in the labor market) are absent from post of duty more than men.

> This could be true on an individual basis where women are heads of households with aging parents or young children without a father present in the home. For many men administrators such problems of the home are solved by the "ever-loving" wife who shops, takes the children to music and dentist, pays the bills, etc. More than one man has achieved success because of a good wife who freed him from all but his work respon-

sibilities. However, given the same personal problems of health, stamina, and perseverance, there is no basis for the myth of absenteeism. In truth all surveys indicate that women have been in classroom service or in administration more consecutive years than men. They also enjoy a longer life span.

2. Women administrators are transient.

Four reasons are given for transient service: 1) marriage, 2) pregnancy, 3) home responsibilities and 4) spouses' transfer out of town.

I will not attempt to argue this point. Especially since a majority of us on this panel are seeking (really not very actively) the benefits of matrimony! I would encourage any woman administrator to find happiness in marriage. To become pregnant thereafter is to increase the elementary school enrollment and insure continuity of employment and job tenure! Let us proceed on course!

3. Women should not aspire for administrative jobs.

Community mores and school policies in some areas indicate that teaching is woman's work and administration is man's occupation. In Born Female, Caroline Bird states "If you are female, you are exploited. You will have to be 'twice as good' to be successful in the working world. You are paid less, 'protected' from promotion and discouraged from entering professions considered male oriented." She reminds us that Rosie the Riveter was urged out of the kitchen and on the job during the war years. "But it wasn't equality" she notes. "It was exploitation for the women ultimately were retired from their jobs when the war was over."

Higher education is becoming a dead-end for women.

Female students quite often must have higher averages than male students to be accepted into a university. Over 40% of the girls in 1968 had B+ averages in high school. Only 18% of the boys had such grades. There are quota levels on the number of women accepted. In 1966, 2/3 of the master's degrees and 88% of all doctorates were awarded to men. Only 1 woman in 300 obtains a doctoral degree. In professional schools--

law, medicine, engineering -- 78% of all students are men. I remember well attending a DESP meeting a number of years ago where I was to serve as a discussion leader. Apparently I looked a bit young or green to the very verbal older member assigned to the group. He asked "Are you an elementary school principal?" I agreed I was. "Are there a number of women principals in Washington, D.C.?" I proudly informed him there were. Then he sadly and slowly shook his head and said, "Well, we had one .... ONCE."

IT IS A POLICY at present of our Board of Education to have two elected community representatives and a member of the Board to sit with two members of the administration on a panel to select a candidate for recommendation to the Superintendent to fill each announced vacancy of elementary school principalship. I am increasingly aware that some community representatives are not inquiring as to the applicant's opinion regarding reading achievement, effective curriculum programs, or productive instructional methods. Over and over the questions relate to discipline of children and security of children, staff and buildings. Over and over I am hearing "We need a man for an elementary school principal. We must keep law and order. We must maintain discipline."

I AM INCENSED that the priority of criteria for selection of principal seems to be brawn, muscle and maleness! I will not deny that an environment conducive for learning is essential but I do deny it is obtained and built by sheer force and massive appearance! I cannot be assured that 6 feet and 225 lbs. can effect any more "law and order" than 5 feet, 100 lbs. of positiveness. Problems facing administrators such as drug abuse, reading achievement levels, degree of educational retardation, bus schedules, budget proposals, negotiations and sanctions will not be solved by brawn. Somehow brainpower and experience will be more essential in delving into the depths and variances of the problems to effect a reasonable solution.

I AM JUST AS PROVOKED to hear the old limpid reasoning of "All things being equal as to professional qualifications, we would prefer a man for our principal." Recently an "all things being equal" incident was the recommendation of a young person to be promoted into the principalship with two years of assistant principalship experience as being equal to the transfer assignment of a principal with

12 years of satisfactory service as a principal and with an additional degree in preparation. HE was recommended. SHE was rejected.

SEVERAL WEEKS AGO, I heard a parent of the school community say "We want only a man as principal of our school." I felt the ready calling to be intensely argumentative! The fine parent was a black man. I was forced to remark: "Sir, you know well the feeling of racial discrimination. How can you now substitute and advocate another type of discrimination -- discrimination by sex?"

4. There are too many women in teaching so we need men in administration.

IT is indeed true that the elementary school personnel has become largely matriarchal. It is equally recognized that in urban education many children do not have wholesome associations with males in their homes. It is readily supported that young boys and girls need a good male image to balance the woman-dominated home and school. But this relationship should be MANLY and not just male. The creation of the male of the specie cannot be an adequate image unless it provides real masculine and manly qualities. Nor is the manly image to be felt only in the area of administration. Such influence is just as needed in the classroom where day-to-day contacts and associations are most influential. There must be many professional positions for qualified males to fill--such as teachers, counselors, librarians and supervisors in the elementary schools. It need not be reserved for administration!

5. Women are too emotional to be administrators.

This is foolish! It suggests that men are placid and non-emotional. It is to imply that women show their tears and men hide their ulcers.

Let me be the first to state that I am aware that it is not pleasant to be the target of community ridicule and displeasure, individual sarcasm, group displeasure, press accusations, congressional inquiry or threats of violence. It is not easy to see and hear your efforts and words maligned, subverted and misrepresented. It is not a happy situation to meet confrontation, grievances, strikes, and printed and verbal attack. It

takes a strong faith, a tough skin and a steel backbone to persevere.

But I am reminded of the words of President Harry Truman to the effect that if you cannot stand the heat, get out of the kitchen. I can only submit that women have known and experienced the heat of the kitchen for centuries. They should know how to work in the heat and for long and grueling periods of time. Therefore, it is a myth that qualified women cannot stand pressure, cannot make a decision in time of strife, cannot rise to meet an emergency and must be protected from the flak of administration reality.

6. Women prefer a man for a boss.

Some educators have a good image of a competent male administrator and a canned image of a petty female bureaucrat.

It has been said that men are man's best ally and women are woman's worst foe. Some women have indeed voiced opinions that they prefer a man administrator with such reasons given as 1) He is less critical and demanding, 2) He isn't elementary school prepared so I am on my own, 3) He deals with issues and not triviae, 4) He doesn't listen to women's complaints and gripes, 5) He lets the faculty "run the school" while he manages the building, bus schedules and budget proposals."

Unfortunately some of this is true. There are women who find it difficult to trust another woman, who thrive on petty jealousies and prefer male authority. There are likewise men who feel restrained and ill at ease working with men who have been more successful in the salary climb or status achievement. They feel more secure working with women in the setting similar to the one in which they were educated and prepared for teaching.

7. Women administrators lose their femininity.

Our society has predetermined what women's role is to be. For centuries it was serving men and reproducing the specie. It still is a part of women's role but approved outlets of volunteer and community work were added before the coming of franchise and the entering

of women into the competitive labor market.

However, stereotypes exist as to women's role. You may have heard such statements as "You're too smart for a girl. You're so bright it is a pity you're not a boy. Don't become a leader because women in authority become domineering, strident and ruthless."

It is indeed sad when a woman sacrifices any of her feminine qualities and tries to be "one of the boys." No woman is accepted as "equal to a man" when she develops the strength and tactics of an Amazon, the vocabulary attributed to the streets and to sailors, or the capacity to tell the most profane and perverted jokes.

It is a wise woman who can carry a velvet glove of charm and dignity in her hand of strength and resolution. One does not need to become loud or verbose to demand attention. An attractive appearance, a pleasant smile, a good ear and a quick mind win her the respect she has earned as a woman.

SHAKESPEARE in The Tempest sets the tone for the future as it relates to women in school administration. "Whereof what's past is prologue" What to come, in yours and my discharge." We may continue to make surveys every decade, chart the steady decline of the number of women administrators, count the membership rolls of various organizations, voice opinions and offer high lamentations. We may conclude that each year is pretty much what those living at the time want to make it--in their thoughts, their prejudices and in their deeds. Some of us will look upon the facts and be filled with despair. Others will be evoked into action. The woman's liberation movement may find many new eager recruits! Of great importance however in facing the future will be the determination of women to continue their efforts to be qualified for and to actively seek administrative roles in education.

IF PREPARED and yet denied opportunities for administrative service because of sex, women will resort to the courts to seek redress from discrimination. At present the Women's Equity Action League (WEAL) has accused the University of Maryland of discrimination against women faculty members. WEAL is asking the Office of Federal

Contract Compliance of the Department of Labor to begin an immediate "class" action and compliance review of universities and colleges that receive Federal contracts. Executive Orders (#11246 and 11375) specifically forbid government contractors to discriminate by sex. If the women are successful, institutions of higher learning will not only have to end such discriminatory practices but will be forced to develop plans for "affirmative action" to remedy the effects of past discrimination and employment practices.

RECENTLY a landmark agreement negotiated by HEW with the University of Michigan provided back pay for women who can prove discrimination by sex. It orders equal pay for equivalent jobs and establishes a commission with female majority to police the agreement.

TITLE VI of the Civil Rights Act which prohibits discrimination in federally financed programs, specifically excluded from its protection sex discrimination in educational institutions. After a series of congressional hearings, Representative Edith Green of Oregon has compiled a voluminous record of discriminatory practices and is preparing to lead an effort in Congress to remove this limitation in the Civil Rights Act.

THE PRESENT CONGRESS will be asked again to approve the Equal Rights Amendment.

THUS THE FUTURE for women is distressing as we face the continuing decline in the number of women in school administration. However, their future's brightest hope rests not in talk, or in attitudes of boards of education, or in communities' mores. The discharge of what is to come is destined to be sought through preparation, qualification, legislation, and the redress of legal action.

Whereof what's past is prologue
What to come, in yours and my discharge.

LET IT BE SAID THAT QUALIFIED WOMEN ARE READY NOW TO DISCHARGE THEIR PROFESSIONAL RESPONSIBILITIES IN SCHOOL ADMINISTRATION.

Mathilda Gilles has served as President of the National Council of Administrative Women in Education for 1969-71. She is an elementary principal in Salem, Oregon and a past president of the National Association of Elementary School Principals.

There Is A Future For Women In School Administration

Mathilda Gilles

IF CURRENT STATISTICS ABOUT WOMEN employed as school administrators are an indicator of what is yet to come, the answer to our question may be quickly and simply stated--there is no future for women in school administration. There is no room at the top! However, I foresee change; there are rumblings in the air and today's statistics could very well be "old hat" tomorrow.

WHY DO I BELIEVE THIS? Because society is on the move, is in general upheaval, and everyone is in the act, including the women. First,look at the youth generation. Visit the schools. A new and different atmosphere prevails. One need only to look at their clothing or the length of their hair to see that young women are becoming more masculine and young men are becoming more feminine. Oldsters are struggling to keep in tune with this revolutionary age. All are seeking a common level. For women, status in educational administration is part of their search for equality.

Reversing The Trend

SOCIETY'S DRAMATIC CHANGE, coupled with the aggressive women's movement around the world demanding equal rights and equal opportunities in a competitive market, could very well reverse the trend of the vanishing woman school administrator. Women are rapidly emerging from the feeling that they must hide their talents.. More and more they are changing the way they spend their time, the amount of education they have, and the responsibility they want. They are seeking to be recognized as human beings. They are striving to utilize their talents with the highest standards of excellence and society with its many challenges can not afford to waste this large reservoir of human resources.

THE TRADITIONAL IMAGE of women has been changing as rapidly as that of the cities, the country-side, travel, family life, work, and even the relationships between men and women. Outmoded images of men's and women's roles have no place in this modern age. Yet in the educational world we are perpetuating the tradition that assigns high level posts to men. In a profession which should be leading society we seem to be out of step for, almost without exception, we find our top educational posts being held by men.

It's A Man's World No More

THE FORCE OF THE WOMEN'S LIBERATION movement has done much to strengthen our hand. While we may not all agree with their basic philosophies or objectives we admit they are focusing attention to the inequities that exist, particularly in areas of recruiting and hiring of women, wages, and education. This intensive drive has given encouragement to women who are spending less and less time in their homes, and devoting more and more of their talents for the good of society. Perhaps it is time for a women's liberation movement among our rank and file teachers.

IF THE CURRENT EMPHASIS for equal opportunity for women persists, the old cliche "it's a man's world" is on its way out. Today more and more women attend college, become lawyers, doctors, and scientists. In this great panorama more and more women must also be finding their way to the top in roles of leadership in the nation's schools. Mrs. Coretta King in a recent interview with the news media said, "The time is right for women to assert themselves in leadership positions, to view themselves as a new and powerful creative force for social change." Women do not seek advancement because they are women but because they are human beings, created by God, who are entitled to the freedoms of choice and opportunity. The liberation of women would be empty indeed if it did not lead to genuine cooperation and full partnership between men and women for the full contribution of both is necessary to enhance the quality of American life. We must begin now to set the example in our nation's schools.

AS WE HOPE FOR THE FUTURE we must look where we are. NCAWE is fully aware that the number of women at the policy-making level in education has rapidly declined. Today just 22% of the elementary school principals are women, a de-

crease of 35% since 1928, and this in a field in which women formerly predominated. On the secondary level the picture is gloomier. Less than 4% of the secondary school principals are women. And this comes at a time when more women are presiding over the nation's classrooms than ever in history. An even greater declining status of women appears in the superintendency as NEA Research reports only two women holding this post out of 13,000 public school districts. It is almost unbelievable that of the 50 chief state school officials only one is female. Women teachers in the public schools outnumber men by better than two to one, but unless the trend can be reversed few will find their way to the top. According to the President's Task Force on Women's Rights and Responsibilities, "discrimination in education is one of the most damaging injustices women suffer."

HIGHER EDUCATION PRESENTS the same male image. In the universities, admission standards for women are generally higher than for men, both on the undergraduate and graduate levels, yet the test scores invariably show that women tend to rate higher than men. It is time for a university, as the most far-seeing of our social institutions, to prepare itself for flexibility and to set an example for a style of living where both men and women can compete equally and meaningfully in all of life's endeavors, including the top administrative posts.

PERHAPS WE SHOULD point our finger at our own professional organization, the National Education Association, which has on its books a Continuing Resolution which was enacted in 1968 and which says:

> The National Education Association insists that all educators, regardless of sex, who are qualified be given equal consideration for any assignment by boards of education. Local affiliates are urged to launch a program to remove existing discriminatory practices against women.

PRIOR TO THE 1970 NEA CONVENTION NCAWE requested a report on action taken to implement the intent of the resolution. When it was learned that little or no action had been taken a proposal was submitted to the convention asking for: the facts based on research; a continuing program to support equality of opportunity, irrespective of sex; and, that a report be given at the 1971 Representative Assembly.

It is hard to believe, but the proposal was "hooted down" by the delegates. In so doing they declined to support approximately 2/3 of their membership. 67.6% of the elementary and secondary school teachers in the public schools are women. Such action by the delegates seems incredible when the NEA firmly states its support of the Equal Rights Amendment. This is further proof that America's educators are largely to blame for the discrimination that exists in our public school system. As was evident on the convention floor, discussions concerning the relative status of men and women are often emotionally charged, making it exceedingly difficult to deal objectively with the problems.

IN A REPORT prepared for the Delta Kappa Gamma Bulletin, the 1967 Summer issue, I presented a statistical profile of women in the United States as of December, 1964. It showed the following facts:

Population, 97 million out of 192 million 51%
U.S. House of Representatives, 10 out of 435..... 2%
(As of this year we have an even dozen)
U.S. Senate, 2 out of 100 ..... 2%
(As of this year we have only one)
U.S. ambassadors, 2 out of 107..... 2%
Federal judges, 3 out of 306 ..... 1%
Lawyers, 7,500 out of 286,000 ..... 6%
Public school state superintendents, 1 out of 50. 2%
Presidents of four-year colleges and universities
117 out of 1,495 ..... 8%
(109 headed Catholic women's colleges)
Presidents of two-year colleges, 62 out of 644 .. 10%
(51 headed Catholic women's colleges)
Public school teachers 69%
Degrees granted in 1962-63: bachelor's 42%; master's 31%; doctor's 11%
Approximately 35,000 women or 33% held administrative and supervisory posts in all types of schools in 1964 - 1965.

In a nation which is looked upon as a leader of nations, where women represent more than 50% of the total, this picture of inequities in the major professional fields is appalling.

The Time Is Right

WHAT NEEDS TO BE DONE? Schools need the most creative, imaginative, innovative, and committed administrators that

can be found, both men and women. The time is right for women:

- to unite and promote their cause.
- to become more positive in their attitudes toward the abilities of women.
- to persuade and encourage young women in education to prepare for and accept the challenge of administrative or executive positions.
- to urge school systems and educational agencies to recognize women's administrative abilities and provide them equal opportunities for employment in administrative positions.
- to recognize the achievements of women in educational administration.

THE TIME IS ALSO RIGHT for employing agencies to lay aside their biases, to provide opportunities for both men and women commensurate with their talents, qualifications, and abilities to perform, and to treat them equally as human beings. Finally, all educators, male or female, must be more supportive of each other, striving for the most qualified leadership irrespective of sex, and sharing the creative ideas of both men and women for the schools of tomorrow.

THE REVEREND JOHN STEWART, minister of the First Presbyterian Church in Salem, Oregon, used as one of his sermon texts "The Successful Way to Fail." He skillfully pointed out that if you try to bring about change, though you may eventually fail, you will have succeeded because you will have profited from the experience, from the contacts you made, or the errors you discovered. It is better to have tried and failed than not to have tried. His sermon was predicated upon the Biblical quotation (2 Corinthians 4:6, 7 Phillips)

> We are handicapped on all sides, but we are never frustrated; we are puzzled, but never in despair. We are persecuted, but we never had to stand it alone; we may be knocked down, but we are never knocked out!"

THOUGH WE MAY NEVER HAVE FELT OURSELVES PERSECUTED, WE HAVE BEEN KNOCKED DOWN. BUT WE ARE VERY MUCH ON OUR FEET AGAIN PROMOTING WHAT IS RIGHT TO ENHANCE THE AMERICAN WAY OF LIFE. WE EXPECT OUR EFFORTS WILL PROVIDE "ROOM AT THE TOP" FOR THE WOMEN SCHOOL ADMINISTRATOR.